



Riversdale Primary School

Use and Impact of Pupil Premium Funding

Next Review: November 2019

Pupils eligible for the Pupil Premium funding	2018-19	2019-20
Number of pupils on roll	361	407
Number of pupils eligible for the Pupil Premium	77	78
Percentage of pupils eligible for the Pupil Premium		
Funding received	2018-19	2019-20
The amount of Pupil Premium funding the school receives	139,760	133,192

Main barriers to educational achievement faced by disadvantaged children in the school

Barrier	Context	How this can cause a barrier
<p>Mobility (i.e. children joining the school other than at the usual time, the start of Reception)</p>	<p>Joined in reception during the year-4 Joined in year 1-4 Joined in year 2-10 Joined in year 3-5 Joined in year 4-6 Joined in year 5-8 Joined in year 6-4 Similar amounts of children left each class during the year so constant upheaval for friendships and resources.</p>	<p>Children have gaps in their knowledge They need time to adjust to new settings and systems.</p> <p>Mobile pupils are more likely than stable pupils to be in receipt of free school meals, to have English as an additional language and to require higher levels of support in learning English, to have identified and more severe special education needs and to have higher levels of absence.</p>
<p>Progress Slow progress made by some pupil premium children C = Pupils and families have social and emotional difficulties including medical and mental health issues. D = Pupils have limited experiences beyond their home life and immediate community</p>	<p>77 Pupil premium pupils. Special guardianship pupils. Army pupils. Ever 6 pupils.</p> <p>Problems including homelessness. Mental health of significant care giver. Lack of financial resources.</p>	<p>Not always the right environment to learn at home. Not always the money available at home to enhance the curriculum.</p> <p>Students in receipt of disadvantaged funding are more likely to become passive or reluctant learners. Analysis of learning walks, student response to feedback and observations show that disadvantaged student are less likely to take risks with their learning and less likely to be resilient when responding to improvement targets.</p> <p>Students in receipt of disadvantaged funding are more likely to engage in off-task behaviours in lessons. They are also less likely to participate in trips, visits or other enrichment activities.</p>
<p>Aspirations Pupils and their families lack of aspirations reducing motivation and commitment to learning</p>	<p>Families without good experiences of education. Families without money for books or who are not able to read themselves. Time poor families as they are working more than one job.</p>	<p>Not time to help or ability to support with homework or reading.</p> <p>Parents who do not come to open evenings due to family commitments.</p> <p>Parents may lack confidence in their own ability to support children at home.</p>

<p>Mental Health Pupils and families have social and emotional difficulties including medical and mental health issues.</p>	<p>Children kept off school because of their parent's health.</p>	<p>Not in school to learn.</p> <p>Less resilience than other children of their age.</p> <p>Time poor because family effort has to be spent on other areas.</p>
<p>Limited Experiences Pupils have limited experiences beyond their home life and immediate community</p>	<p>Children do not extend their vocabulary because they don't see new things or are not taken to new places.</p>	<p>Children do not have experiences to write about.</p> <p>They have contracted vocabulary.</p>
<p>Attendance Low attendance rates and persistent absenteeism.</p>	<p>92% attendance of PP</p> <p>Whole school 96%</p>	<p>Not in school to learn.</p> <p>Late and unprepared for the start of the day.</p>

Review of 2018 – 19

Desired outcome	Action/Approach and Cost	Estimated Impact	Lessons Learned
<p>Each child receives teaching which is good and frequently outstanding in every classroom every day</p>	<p>Lesson observation focus on feedback to improve. Coaching provided in these areas. Cost £2000</p>	<p>Diminishing difference in 50% of year groups for Reading and Writing. 36% diminishing differences of year groups in maths.</p>	<p>Need to investigate why it is harder to close the gap in maths.</p> <p>Staff to teach for mastery to improve outcomes for PP, access to concrete, problem solving and reasoning in a real-world context.</p> <p>All lessons observed good or above both from inside scrutiny and outside.</p>
<p>Disadvantaged pupils maintain at least the standard of progress they achieved in the previous year</p>	<p>Continual raising of teachers' expectations off PP children. Provision of intervention's and small group sessions to ensure disadvantaged pupils keep up and catch up.</p> <p>Books and equipment to support the delivery of interventions and individualised learning.</p> <p>Increase in pupil to adult ratios to support PP children by deploying more TA's.</p> <p>Release of PP champions. £2000</p> <p>Interventions</p> <ul style="list-style-type: none"> • SCAT teachers £55,000 • Teaching assistants £60,000 • Resources such as additional reading books £1000 • Training £2500 • SLT time £2500 • Spelling Shed £100 • Athletics £600 	<p>Early years the gap between Non-PP and PP has diminished across all areas. Phonic the gaps has widened. KS1 gap has closed in writing and maths.</p> <p>KS2 gap has closed writing and maths.</p> <p>Progress was close in all subjects with Non-PP.</p> <p>PP in Year 6 made greater progress than Non-PP in all subjects.</p> <p>In Year 2 they made the same progress.</p>	<p>Reading continues to be the area that needs most support to close the gap.</p> <p>Move regular reading at school for those who miss the opportunities at home are needed.</p> <p>More access to books.</p> <p>Wider variety of books and opportunities needed.</p> <p>Reading needs to be seen as cool.</p> <p>In school support for children who are not reading at home.</p> <p>Older children/adults to guide reading at lunch time.</p>
<p>Disadvantaged pupils have aspirations for and knowledge of career options. Raised awareness of qualifications and targets.</p>	<p>Careers week.</p> <p>Visits from outside speakers.</p> <ul style="list-style-type: none"> • Subject leads release time £1500 • PP Champions release time £1500 		<p>This activity needs to be repeated regularly so that children who enter the school at various points are given the same opportunities. The language of careers and future needs to be an expectation.</p>
<p>Pupils with identified social, emotional or health needs are</p>	<p>Provision of both SENCo and SENCo support teacher to address specific needs.</p>	<p>All pupils that needed to, were able to access therapeutic support.</p>	<p>Parent groups run with a theme in future of a different childhood need.</p>

<p>supported by school staff so that needs are alleviated.</p>	<p>Release time to enhance and support provision for pupils who are PP with high need.</p> <p>Liaising with outside agencies, parents, paperwork and organising finance.</p> <p>Delivery of specific programmes for vulnerable pupils.</p> <p>Partnerships with social care, early help, school nurse, individual support workers.</p> <p>Provision for vulnerable pupils in nurturing environment. Uniform and other items purchased for PP pupils.</p> <p>Parent support groups housed and initiated by us as well as staffed by us.</p> <p>Play therapy in school.</p> <p>Parent support groups run in school.</p> <p>Children receive 1:1 language support or behaviour support or counselling.</p> <ul style="list-style-type: none"> • Pastoral support £1000 • Speech and language £1000 • TA interventions £ as above • Play therapists £6000 • Parent support groups £1000 • Guidance councillor £1000 	<p>The parent groups were poorly supported.</p>	
<p>Pupils have a breadth of experiences that enable them to contextualise their learning.</p>	<p>A range of curriculum enrichment activities provided beyond the classroom.</p> <p>Visits to support learning.</p> <p>School residential subsidies.</p> <p>Focus on the curriculum making real life links</p> <ul style="list-style-type: none"> • Residential funding £2000 • After school clubs £500 	<p>All trips were accessed by PP.</p> <p>School governors additionally supported through further funds the school journey for Year 6. 88% attended.</p>	<p>To continue with the additional funding to make every opportunity available to all.</p>

Attendance and persistent absentee rates fall.	Parents made aware of expected levels of attendance. Good Attendance celebrated. Meetings held.	PP pupils without additional significant medical needs attendance % improved.	
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Planned strategy for 2019 -20

Desired outcome	Action/Approach and Cost	Reasons for the approach	How the effect may be measured
<p>Greater number of PP pupils achieving Greater Depth at the end of KS2 in Reading, writing and maths</p>	<p>To support pupils identified through Pupil Progress Meetings who are at risk of slow progress and run appropriate interventions. £2000</p> <p>Increase the teacher to pupil ratio in order to increase the impact of Quality First Teaching with a particular focus on feedback. £50,000</p>	<p>Teachers know pupils and their gaps well and can target children effectively with training to support them</p>	<p>Gap closes between Non-PP and PP achieving Greater</p>
<p>Better understanding of and support for issues facing individual children</p>	<p>Training on attachment for all new staff. Reflection session for all previous staff. Research shared with staff.</p> <p>Weekly pastoral meetings A range of intervention services used, and families signposted to them. Behaviour data analysed and targeted interventions planned for and analysed for impact. Line management mtgs to ensure early identification of children with behavioural issues. Weekly pastoral meetings where whole School behavioural data is analysed, and actions are put into place for key individuals.</p> <p>Observations of learning and behaviour of pupils through learning walks. Case Studies of pupils' regular liaison with external agencies. £3000</p> <ul style="list-style-type: none"> • Learning mentor support £25,000 • Play therapist support £10,000 • Guidance councillor support £1000 • PP Champions £2000 	<p>Detailed handover with PP champs, SENCo and LM gives overview of the child and the conditions around them.</p>	<p>For targeted PP children to make improvement in the ability to express themselves emotionally, interact socially with their peers and become more resilient in their learning, by support from Learning Mentors, School Counsellor and nurture groups.</p> <p>Evidence: In school monitoring of vulnerable children's needs (SEMH Pyramids) show the needs of children will be decreasing as a result of intervention and support. (See Evidence Point 4) Pupil Premium Tracking grid shows evidence the number of children who have access to additional support from the Social Inclusion team, the cost impact (time/staff) and the outcome of this support.</p>
<p>To ensure early identification of additional needs and to promote early intervention programmes.</p>	<p>Support from teaching assistants, with reading, writing and maths interventions. New interventions as necessary. £55,000</p>	<p>Extra support available, targeted support improves outcomes.</p>	<p>The progress score for disadvantaged children and non -disadvantaged children in each year group will be at least in line. The number of disadvantaged children at ARE will show year-on-year improvement in each year group.</p> <p>Pupil Premium Tracking grid will evidence the number of children who</p>

			have additional intervention, the cost impact (time/staff) and the outcome of this support.
Learning is accelerated by doing 'whatever it takes' to support PP children with additional provision.	<ul style="list-style-type: none"> • Additional 1:1 reading sessions. • Phonic support group extra. £2000 • Buy into Nesy, Mathletics for pupils to use at home, school, lunchtimes. £1000 	Provide access to non-classroom-based learning	Targets for individual pupils met Progress gap to narrow between PP and Non-PP students Gaps close in attainment (Particularly in KS1) Teaching all recorded as good or better in triangulated learning walks. Evidence of impact of intervention programmes.
Reduced financial barriers to PP children fully participating in school life and wider cultural experiences.	PP pupils supported to go on school journey. £4000	Developing independence and a range of social/ life skills whilst away from home.	
To support parents in going back to work.	Breakfast club. After school care set up. Holiday club support. £2000	By subsidising Breakfast Club, it allows for parents to get back into work more easily, and it ensures that pupils are able to easily access two good and healthy meals a day. As well as subsidising the cost of Breakfast Club a number of pupils are completely subsidised by the school. These children are vulnerable pupils, or pupils with attendance concerns. Offer extra curriculum / holiday opportunities to PP children.	Children are prepared for the day. Children are consistently in school on these days. Building positive relationships of support with parents builds engagement.
Pupils have a wide range of experiences.	Clubs before, after school and lunchtime. Funding of places for PP children. £3000	By funding the school clubs, it provides equality of opportunity and improved individual pupil engagement in school life. A wide range of clubs as diverse as gymnastics, drama, football, basketball, enable pupils to have a wide range of experiences that they wouldn't get otherwise.	Impact on attendance for children in early morning clubs. Building self-esteem through access to range of activities. Exposure to new experiences such as podcasting and filming, impact for future aspiration.